

Summary of 2013-14 School Year Levy Plan

Beacon Hill International Elementary School

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2013–14 Award	\$316,000	
School Demographics & Characteristics (Source: SY 2012-13 SPS School Report)	<ul style="list-style-type: none"> • 461 total students • 63% eligible for Free/Reduced Lunch • 35% Asian/Pacific-Islander; 35% Hispanic/Latino; 13% White; 10% African American; 7% Multiracial; • 45% English Language Learners (ELL); 11% Special Education • SPS Segmentation Level 5 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • ELL and non-ELL Hispanic/Latino students in grades K-5 	
Community-Based Organization Partners	Community Day School Association (CDSA) El Centro de la Raza	Powerful Schools Odessa Brown (Note: funded through a Student Health Investment)
Key Strategies	<ol style="list-style-type: none"> 1. A full-time house administrator will assist grade K-5 math teachers develop lessons and tests focused on the Common Core State Standards (<u>CCSS</u>) then utilize test results to improve student performance. 2. A full-time family support worker will work to improve attendance of Hispanic/Latino and African American students who are not achieving typical growth on the Measurement of Academic Progress (MAP), or not passing the Measurements of Student Progress (MSP) and absent more than five times per semester. 3. Certificated teachers will work with students after school in reading and math. 4. El Centro de La Raza will provide an onsite case worker for Hispanic/Latino students and families. 5. Beacon Hill will help improve student attendance by providing tuition support for the CDSA's and Powerful Schools' before and after school programs. 6. Beacon Hill, in partnership with Washington State University and Public Health - Seattle & King County, will participate in a three-year, school-wide pilot program for students who have experienced trauma. 	

Outcome/Indicator Measure	SY 2012-13 Target	SY 2013-14 Target
% of 2 nd grade students making typical growth on reading MAP.	59%	59%
% of 1 st grade students making typical growth on math MAP	77%	77%
% of K - 5th grade students with fewer than 5 absences (excused or unexcused) in the 1 st semester	71%	74%
% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the 1 st semester.	87%	87%
% of K - 5 th grade students with fewer than 5 absences (excused or unexcused) in the 2 nd semester.	84%	87%